



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Shannon Forest Christian School

829 Garlington Road Greenville, South Carolina 29615

Prepared for the AdvancED Quality Assurance Review

Report Status : Accepted

Report Open Date : July 22, 2009

Report Due Date : February 7, 2010

Report Submitted Date : February 11, 2010

Report Accepted Date : February 11, 2010

Standards Assessment Report

Contents

Introduction & Purpose of the Report 3

Demographics 5

Standard 1. Vision and Purpose 6

Standard 2. Governance and Leadership 10

Standard 3. Teaching and Learning 16

Standard 4. Documenting and Using Results 24

Standard 5. Resource and Support Systems 29

Standard 6. Stakeholder Communications and Relationships 36

Standard 7. Commitment to Continuous Improvement 40

Conclusion 45

Standards Assessment Report Summary 47

Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review (QAR). The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) Indicators rubric; 2) Indicators evidence; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The Indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The Indicators evidence allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The focus questions allow the school to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the

practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Together, the Indicators rubric, Indicators evidence, focus questions, and overall assessment provide a comprehensive view of how schools address each of the standards.

Demographics

Public/Non-public:	Non-public
School Type:	Unit
Charter School:	
Enrollment:	476
Gender at School:	Co-Ed
Grade(s):	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Location Type:	Suburban
Religious Denomination:	Christian - Presbyterian

Standard 1. Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Operational

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Vision, mission statements include all elements of stakeholder inclusion

Other: Parent survey, Long Range Planning Committee, School Improvement Committee, Policy Governance with End Statements, Top Ten Reasons to Attend Shannon Forest Christian School

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

Operational

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies goals to advance the vision:

Operational

Evidence Provided:

Goals distributed through publications and communication

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

Stakeholders demonstrate involvement in and knowledge of goal setting

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

Operational

Evidence Provided:

Annual Report

Community-based data

Newsletters, articles

Publications, brochures, handbooks

School Improvement Plan

Stakeholders demonstrate knowledge of school/district profile

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Operational

Evidence Provided:

Curriculum demonstrates alignment with vision, mission

Extra -curricular activities incorporate vision, mission

Instructional practices demonstrate alignment with vision, mission

Lesson plans demonstrate alignment with vision, mission

School Improvement Plan demonstrates alignment of vision, mission with teaching and learning

School improvement planning demonstrates alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

"The purpose of Shannon Forest Christian School is to support the Christian home and church by providing quality education from an evangelical, Biblical perspective in order to equip and challenge students to influence culture and society for Jesus Christ."

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

Shannon Forest Christian School is committed to communicating its goals and visions to the stakeholders. Each classroom and public area has posted the mission statement of Shannon Forest Christian School. It is also posted on the school website, www.shannonforest.com/about/ as well as in the student handbook. Teachers and staff are able to communicate information and the progress of students in several ways—e-mail, progress reports, school newsletter and report cards. These also allow for the opportunity for reminders of important school events, general announcements and individual messages for parents.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

Shannon Forest Christian School has one head of school, a dean of students, administrative assistants and registrar and licensed professional counselor on staff. The teaching staff at Shannon Forest Christian School is reviewed annually by the appropriate administrative personnel. All upper school teachers are required to turn in a syllabus and this is also passed out to students/parents. All teachers are required to turn in an updated copy of their lesson plans on a bi-weekly basis. Also, administrators, the counselor, and the registrar are in communication with faculty and students monitoring progress of students.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

Teachers are required to attend teacher meetings and are reminded of the importance of following school procedures and classroom expectations. Administrators are present on campus and monitor classroom activities on a daily basis. An annual review is conducted and evaluated to ensure that the administration and staff of Shannon Forest Christian School are meeting their goals. Long Range Planning Committee and School Improvement Committee meet on a regular basis to ensure the school maintains a comprehensive and successful plan to accomplish its goals for the student body. Parents are presented with and are aware of the components that make Shannon Forest Christian School uniquely able to meet the needs of their student. Shannon Forest Christian School operates under John Conner's Policy Governance System. The school board in cooperation with the Shannon Forest Presbyterian Church session established the End Statements which define the school vision. End Statements are reviewed monthly with evidence provided by the administration, faculty and/or staff.

Overall Assessment:

Operational: The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Highly Functional

Evidence Provided:

Agendas, minutes of governing authority meetings

Governance Policy handbook: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Staff and/or student handbooks

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Operational

Evidence Provided:

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

Staff demonstrate knowledge about due process

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Operational

Evidence Provided:

Documentation of access to legal counsel

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of resolutions of any complaints

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Staff are knowledgeable about access to legal counsel

Staff are knowledgeable about curriculum standards

Staff demonstrates use of curriculum standards in the teaching and learning process

Staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

INDICATORS: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Operational

Evidence Provided:

Record of student performance data analysis

Student database management system

Student performance data are used during staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

2.5 Fosters a learning community:

Highly Functional

Evidence Provided:

All stakeholders are knowledgeable about the rules of engagement and behavior

Artifacts displayed throughout the school/district demonstrate inclusion of all stakeholder communities

Professional learning plan includes all stakeholders

Rules of appropriate engagement and behavior are prominently displayed

Stakeholders affirm a sense of belonging and engagement

Website provides forum for feedback and dialogue

2.6 Provides teachers and students opportunities to lead:

Operational

Evidence Provided:

Accreditation team members are representative of staff and students

Agenda and minutes of meetings demonstrate shared leadership with staff

Organizational chart demonstrates shared leadership responsibilities

Staff affirm their involvement in shared leadership opportunities

Staff and students affirm their involvement in the accreditation process

Student governance is formalized with bylaws, policies, and procedures

Students are involved in student governance

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement in the decision-making process

Stakeholders affirm their involvement on committees

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Highly Functional

Evidence Provided:

Policy demonstrates roles, responsibilities, and compensation for staff responsible for co-curricular and extra-curricular organizations, events, and activities

Record of co-curricular organizations and activities: calendars, membership, sponsors

Staff and students affirm involvement in co-curricular organizations and activities

Staff and students affirm involvement in extra-curricular events and activities

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

Evidence Provided:

Record of Advisory Committee: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Evidence Provided:

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Staff are knowledgeable about their evaluation criteria and timeline

Walk-about demonstrate review of instructional practices

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

The school board of Shannon Forest Christian School establishes by-laws and policies for the school. The head of school makes certain those policies are carried out. A Shannon Forest Christian School handbook is given to each student at the beginning of each school year to make sure expectations are communicated. Each student is required to sign a document that verifies that they have read and understood the handbook. The head of school (or other administrative staff) covers pertinent information from the handbook during the first week of school. Teachers are expected to carry out the policies set forth in the handbook. The student handbook is available on the website for access by teachers, students, parents, and community members. In addition to a student handbook, Shannon Forest Christian School also requires each staff member read and be familiar with the "Employee Handbook". The Employee Handbook outlines procedures, policies, and general day-to-day duties of teachers and staff.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

The head of school meets with the dean of students and other administrative staff on a weekly basis to discuss student issues, including those students deemed "at risk." Shannon Forest Christian School provides progress reports for all students for first quarter. Thereafter, midterm progress reports are sent to all students and their parents if the student has a D or F. This is done electronically, or if needed, by mail. Students at Shannon Forest Christian School participate in standardized testing each Spring and these scores are charted annually to allow feedback and review expectations of academic performance.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

Shannon Forest Christian School has committees that address a variety of issues. These committees are made up of a combination of teachers, students, administration, board members and/or community members. Department chairs are expected to communicate with and on behalf of the teachers in their department. Teachers are encouraged to sponsor activities and clubs at Shannon Forest Christian School such as, Key Club, Math Team, Student Council, and coaching athletic teams. Students at Shannon Forest Christian School are encouraged to participate in and serve in leadership roles in these clubs. Students at Shannon Forest Christian School are required to participate in C-POD, a discipleship/character building course, throughout the year. Quarterly, students participate in their C-POD group in an entire day of service projects throughout the greater Greenville area. These service projects include work with the homeless, elderly, abused, and abandoned. SWOT analysis is done frequently to assure that progress is made and changes are addressed in strengths, weaknesses, opportunities, and threats.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

All students at Shannon Forest Christian School have an opportunity to achieve at a high level. Shannon Forest Christian School has an advanced and honors track available to its students. Shannon Forest Christian School offers a Learning Differences Program for students who qualify through appropriate testing and diagnosis from a licensed health care professional. Teachers are responsible for covering a specific set of skills and material as set forth by the administration. Also, students are encouraged to enroll in Advanced Placement classes in History, English, Math, Science and Computer.

Overall Assessment:

Operational: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning: *Operational*

Evidence Provided:

Curriculum pacing guides

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Lesson plans that indicate learning objectives

Master schedule

Policy on credit requirements for program completion

Policy on grading criteria

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Staff can articulate student learning expectations

Staff meet regularly to discuss student progress and remediation

Staff meetings highlight discussions of student learning expectations

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks are aligned to learning goals, curriculum

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

Course syllabi outlining criteria for student involvement

Lesson plans that show how students are involved in establishing their own learning goals

Master schedule

Peer editing

Samples of student work

Staff meet to share student work

Student discussion groups

Student mentoring programs

Students affirm their involvement in their own learning

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Operational

Evidence Provided:

Assessment data

Course evaluations

Grade reports

Professional development calendar and topics

Staff can identify research used to align instruction

Staff meet to analyze data and align instruction

Staff meet to review current research

Surveys

Transcripts, certificates

Other: Curriculum Review Calendar, Curriculum Review Committees

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

Operational

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

Lesson plans

Professional development calendar and topics

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Staff meet to share best practices

Staff meetings regularly include discussions about effective instructional design and delivery

Student display of project-based learning opportunities

Student portfolios

Variety of instructional design and delivery strategies

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

Curriculum includes attention to diversity

Graduation requirements

Master schedule

Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

Other: Substitute Teacher Training, Athletic travel limitations, limitations on amount of field trips during a school year

3.7 Provides for articulation and alignment between and among all levels of schools:

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

Content-specific staff are knowledgeable about each other's course syllabus

Policies and guidelines granting dual-credit, transfer of credit

Staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Transition policies

3.8 Implements interventions to help students meet expectations for student learning:

Operational

Evidence Provided:

After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Staff affirm that there are multiple opportunities for students to get support

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Operational

Evidence Provided:

Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

Parents/community indicate that the school/district focuses on positive school/district climate

Peer intervention programs; peer counseling

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Staff affirm that they are involved in promoting positive school climate

Staff meetings provide time for discussions about climate

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Team-teaching is a regular part of the instructional program

Other: Procedures for informal and formal evaluation of employees

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Operational

Evidence Provided:

Budget allocating appropriate funds for media services

Calendar and schedule of media services to students

Facilities map indicating media services location

Labor agreement that outlines media services responsibilities

Media services staff demonstrate the use media resources to support student achievement

Staff affirm the use of media services in their curriculum and instructional programs

Students and staff affirm their involvement in media services program

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Operational

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

Facilities map indicating technology services/lab

Staff affirm that technology supports their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

a. Technology is regularly used to develop the classroom experience. Examples: Channel One, Web Quests, Computer Lab, ETV Streamline video, PowerPoint presentations.

b. Technology is readily available and accessible to all students, and they are encouraged to use it as part of instruction. Examples: Channel One, Computer Lab, ETV Streamline video, PowerPoint presentations.

c. The school library provides instructional resources to support the school's curriculum and the needs of the students.

d. A variety of electronic and printed instructional resources complement teaching in classrooms. Examples: Channel One resources, Blackline masters, Bridges program, Computer programs

e. Each family is provided comprehensive information in an easy to access method. Examples: school

sports billboards, www.shannonforest.com, Communiqué, school newspaper)

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

a. The curriculum supports the belief that all learners can succeed by offering a challenging program that is available to all students and addresses a common educational foundation. (i.e. F.O.C.U.S program, Learning Differences program, tutoring, Math Superstars, AR scholars)

b. The curriculum demands higher order thinking and problem-solving from all students. (i.e., syllabi, scope and sequences, curriculum guides)

c. The curriculum addresses the learning needs of all students while maintaining high expectations and performance. (i.e., F.O.C.U.S, Learning Differences Program, tutoring)

d. The curriculum standards and expectations are identified and communicated to all students in all content areas. (i.e., Curriculum guide, individual class syllabi, scope and sequences)

e. Sufficient course offerings are provided for all students to address higher learning academic expectations. (i.e., Curriculum guide, Guidance office information)

f. Students can communicate strengths, needs, and strategies for improvement to teachers and parents. (i.e., student-teacher-parent conferences, C-POD meetings, email).

g. The school offers appropriate test-taking practice and tips to the students prior to test administration. (i.e., Study Skills class, SAT prep class)

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

a. Teachers successfully work together to design assessment tasks. (i.e., Science Fair projects, videos, PowerPoint projects, school newspaper) that reflect the content area and are aligned with the standards to be taught. This practice is continuing and regularly supervised with appropriate feedback provided. (i.e., administrative observations, annual teacher evaluations.)

b. The school through designated committees regularly reviews assessment statistics to identify curriculum gaps and other needs in the learning environment. (i.e., Faculty-in-services, Department meetings, Faculty meetings)

c. Shannon Forest Christian School requires teachers to provide regular communication with families about student progress and the learning program. (i.e., school website at www.shannonforest.com, www.snapgrades.net, www.schoolnotes.com email, parent-teacher conferences, school calendar, Communiqué, chapel schedule)

d. Instructional resources are accessible in all subject areas to support the school's curriculum. (i.e., Channel One video, school library, ETV streamline video, computer lab)

e. Teachers participate in regular, suitable professional development that updates their content knowledge and professional practices. (i.e., assemblies, faculty-in-service, weekly faculty meetings, departmental meetings)

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

a. Technology is used to develop the classroom experience. (i.e., Channel One, Web Quests, Computer Lab, ETV Streamline video, PowerPoint presentations.)

b. Technology is available and accessible to all students. (i.e., Channel One, Computer Lab, ETV Streamline video, PowerPoint presentations.)

c. The school library provides instructional resources to support the school's curriculum and the needs of the students.

d. A variety of electronic and printed instructional resources complement teaching in classrooms. (i.e., Channel One resources, Blackline masters, Bridges program, Computer programs)

e. Each family is provided comprehensive information in an easy to access manner. (i.e., school sports billboards, www.shannonforest.com, Communiqué, school newspaper)

Overall Assessment:

Operational: The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Database that records graduation, completion, GPA, placement, retention rates

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Staff affirm the use of multiple measures for student performance

Staff use data to inform their practice

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

Highly Functional

Evidence Provided:

Agendas, minutes from staff meetings indicate utilization of data systems

Calendar of assessment activities

Data graphs, charts display student performance expectations

Examples of student work are prominently displayed

Online assessment system

Policies outline administration of multiple assessments and their purpose

Record of multiple assessments administered, including program-specific required assessments

Staff meet regularly to discuss student work

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

Students affirm knowledge about their learning expectations

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Criteria for evaluation of staff performance include the use of data for instructional planning

Staff affirm their understanding of how data are used to evaluate their effectiveness

Staff are knowledgeable about how to use student performance data for the purpose of instructional planning

Staff demonstrate the use of data when planning instruction, through vertical and horizontal articulation

Staff Handbook outlines expectations about the use of student performance data for instructional planning

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Operational

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

Staff utilize business and community data to guide program planning

Staff utilize perception data from surveys to guide program planning

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Operational

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Operational

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Staff affirm their involvement in meetings in which comparative data were highlighted

4.7 Demonstrates verifiable growth in student performance:

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports include behavioral and environmental data

Data reports verify growth in student performance

Staff can identify reasons why student performance has increased/decreased

Staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Operational

Evidence Provided:

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Staff affirm their comfort with the level of data accuracy and security

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

Shannon Forest Christian School utilizes the report card, standardized testing, SAT, Pre-SAT and OLSAT scores to chart student progress. The administration of Shannon Forest Christian School tracks the standardized test scores for math and English in 5-year increments to measure student progress and address any needs for change in curriculum. An online grade book (www.snapgrades.com) is used to keep parents and students informed in a timely manner of their progress and assignments due. Teachers are required to update their grade book weekly and to keep assignments posted for a minimum of two weeks in advance.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

Results are studied by the administration to help teachers understand where areas of instruction may be lacking. At the end of the school year a ceremony is held to recognize students that have achieved recognition by the National Honors Society. Students who are on the honor roll are listed quarterly in our newsletter and are sent a certificate recognizing their achievement. Student athletes are held to a certain standard of academic performance. If they do not meet these requirements they are suspended from play. Those athletes with the highest academic performance are recognized at a special banquet at the end of the season.

3. How are data used to understand and improve overall school effectiveness?

Student growth and performance are monitored through standardized testing and quarter grades. When possible this information is compared to state and national averages to determine class offerings and need for remediation. The scores are also used to evaluate individual student growth, as well as course placement and potential for Advanced Placement classes. The guidance department uses the Gradequick program to track quarter grades, exam grades, and final grades for all subjects.

4. How are teachers trained to understand and use data in the classroom?

Teachers meet with their department to discuss student performance and curriculum issues that need to be addressed. Standardized test scores are available to teachers through the Guidance Office. Department heads are available to help new teachers understand testing reports and ways that the data can be used to guide instruction.

Overall Assessment:

Operational: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 5. Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Operational

Evidence Provided:

Personnel policies ensuring appropriate hiring practices

Professional learning opportunities

Schedules

Staff can affirm that special needs students receive needed support

Staff Handbook

Staff schedules and assignments

Student Handbook

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Ensures that all staff participate in a continuous program of professional development:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff can affirm their involvement in professional learning opportunities

Staff implement effective strategies based on their professional development experience

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

Evidence Provided:

Annual budget

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Operational

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Operational

Evidence Provided:

All facilities on school/district property are maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum indicates attention to cleanliness and safety

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

School/District environment is clean and safe

Staff are involved in developing and implementing safety policies

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

Support staff are knowledgeable about safety policies

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Operational

Evidence Provided:

Crisis intervention plan

Emergency procedures

Health support staff are available

Secure record system

Staff and students are knowledgeable about emergency procedures

Staff are involved in the crisis intervention team

Staff Handbook

Student Handbook

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Operational

Evidence Provided:

Advisory plan and program

Community based programs

Curriculum for Career Preparation

Enrollment data

Guidance and Counseling Department

Individualized Development Plans

Staff affirm that they receive regular training opportunities to support student behavior

Staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Staffing of Counseling and Guidance programs

Student referral policies and practices

Students are knowledgeable about career planning programs

5.10 Provides appropriate support for students with special needs:

Operational

Evidence Provided:

Classroom instruction demonstrates variety of instructional methodologies to support all students

IEP: committee, minutes, calendar, agenda, sign-in sheets

Labor agreements demonstrating appropriate special needs staffing

Master schedule demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Response To Intervention program is demonstrated in the classroom

Staff affirm their use of instructional strategies that support special needs inclusion

Stakeholder survey data supporting special needs programs

Stakeholders affirm their support for the school's/district's special needs programs

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

Shannon Forest Christian School has a procedure with regard to recruiting and retaining qualified employees. The administration and board are primary entities in assuring that the right employee is hired for the job. Available positions are posted on the school website, www.shannonforest.com, and with ACSI. If those do not generate enough interest, an advertisement is placed in the local newspapers. The Shannon Forest Christian School Employee Manual, (pp. 3, 4, and 16) expresses the requirements and job descriptions which a potential candidate must meet in order to qualify for employment at Shannon Forest Christian School. Faculty and staff are regularly evaluated (see Shannon Forest Christian School Employee Manual, pp. 5 and 6) and continuing education is encouraged (EM .pp. 6 and 7).

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

The leadership has a clear, realistic vision of the school's direction based on the financial limitations. A strict Purchase Order/Check Request system is in place to ensure this. General operating funds are separated from designated giving. The Business Office Manual identifies specific procedures for the business office, the annual audit, and a monthly oversight of the school's financial records by an outside company.

3. How does the leadership ensure a safe and orderly environment for students and staff?

The administration has created a plan for emergencies as the safety of the students is of utmost importance. Examples of this are the following: visitors must sign in and out, faculty are required to view a video and read over procedures dealing with blood borne pathogens, asbestos inspections have been carried out, and Fire/Tornado Drills are scheduled and carried out on a regular basis during the school year. Each classroom, restroom, and office has an Emergency Plan posted. The Shannon Forest Christian School Employee Manual addresses each of these issues (Evacuation procedure, p.9; visitor rules, p. 11; lock-down and crisis management procedures, p. 20; asbestos inspection, p. 22; blood borne pathogens, p. 23-27). An Emergency Procedures Manual is provided with categorical responses to emergency situations.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

The Guidance Department at Shannon Forest Christian School is designed to serve the students and their families in several specific manners. An experienced team, including a licensed professional counselor, work to meet the counseling and college/career planning needs of the students.

Students, staff and parents regularly meet with our licensed counselor and registrar staff to address personal and school related issues. On occasion the office will make referrals to other counseling professionals in the community that have been personally evaluated by our staff.

With regards to college/career planning, students and their parents engage in a process beginning in their 8th grade year and continuing until their senior year in high school. The purpose of the Guidance Department is to assist students and their families in course scheduling, interest evaluation, college assessment, and college entrance and scholarship applications. Shannon Forest Christian School has developed a "college planning notebook" to address each grade specifically and give direction. Career interest and personality tests are given

during the student's junior year. Parent meetings are scheduled once during their student's junior year and twice during their senior year to assess the progress being made.

Aside from the specifics mentioned, a partial list of other functions served by the Guidance Department would include: PSAT testing, SAT 10 testing, National Honor Society, National Junior Honor Society, submission of college applications, class registration, senior retreat, class trips, spiritual emphasis retreat, Advanced Placement testing and Duke Tip.

The F.O.C.U.S and Learning Differences Program at Shannon Forest Christian School have been developed and are provided for those who are gifted and for those who are challenged academically, respectively.

Overall Assessment:

Operational: The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

Parents and community members regularly volunteer time in school/district

Policies regarding credit for service learning

Policies regarding suggestions, grievances

Staff affirm that stakeholders are involved in many aspects of school/district

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of school/district

6.2 Has formal channels to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

School Improvement Committee: agendas, minutes, membership

Stakeholders affirm they have variety of opportunities to be formally involved in life of school/district

Steering Committee meetings: agendas, minutes, membership

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

Operational

Evidence Provided:

Advisory Committee

Calendar, agendas, minutes, committee membership

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Highly Functional

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences

Parent Handbook

Parent versions of Curriculum Pacing Guides

Parents and students are involved in developing individualized learning plans for students

Parents and students are involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

Highly Functional

Evidence Provided:

Parent - Teacher Conferences

Policies regarding reporting schedule

Report cards

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

Shannon Forest Christian School was established in Greenville, SC in 1968. It enjoys a close and well-established relationship with the community. Parent orientation meetings are held in the spring of the year to answer questions and distribute information about the upcoming year. The head of school is privy to stakeholder opinions through attending School Board, PTF, and Shannon Forest Presbyterian Church Session meetings. Stakeholder input is considered when making plans for policies for the upcoming year. The school website and newsletter contains important information for the community about upcoming school events.

2. How does the school's leadership foster a learning community?

The leadership of Shannon Forest Christian School promotes a learning community through Parent-Teacher Conferences, Orientation Nights for parents and students, volunteer hours by both parents and students, offering tutoring by classroom teachers and involving stakeholders in committees focused on school improvement. Upper School Shannon Forest Christian School students are involved in 4 (one per quarter) days of service in the community as an entire student body in addition to hours of service through organizations such as Key Club and Student Council. Lower School students also participate in a variety of service opportunities throughout the year. Students are expected to achieve and excel both in and out of the classroom.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

Shannon Forest Christian School uses a variety of types of communication to convey information to its stakeholders. The Shannon Forest Christian School website, weekly news updates and E-Blast (school-wide informational email) are primary methods. Also used are the local newspaper, administrative mailings, and television and radio stations. The athletic department maintains a “hot-line” for parents and students to call that provides updated information on daily sporting events.

Overall Assessment:

Operational: The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

Operational

Evidence Provided:

Continuous/School/District Improvement Plan

Information/Data system

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiative to support continuous improvement

Staff affirm their involvement in a specific program that supports continuous improvement

Staff affirm their involvement in continuous improvement committees

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in school improvement

Policies, procedures for school improvement committee work

School Improvement plan indicating membership of committees

Stakeholder survey data demonstrating stakeholder involvement in school improvement

Stakeholders affirm their involvement in continuous improvement process

Other: Parent Contract

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Operational

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plan demonstrates alignment with vision, purpose

Staff affirm their understanding of the impact of programs that support student learning

Staff demonstrate capacity for changing methodologies to increase student performance

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in school/district facility

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Operational

Evidence Provided:

Continuous/School/District Improvement Plan

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

Staff affirm their involvement in professional learning

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

Annual Report

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Operational

Evidence Provided:

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Shannon Forest Christian School strives for continuous improvement through the School Improvement Council.

The SIC is composed of parents, teachers and administrators.

The purpose of the council is to:

a. Help the administration develop and nurture participation of parents and the school community members in school improvement

b. Bring parents, students and faculty together with school administrators to create a better understanding of

the school mission and end statements

- c. Foster mutual respect for and an understanding of one another's concerns
- d. Share ideas for school improvement
- e. Promote mutual understanding and communication between parents and staff concerning the educational program offered to Shannon Forest Christian School students
- f. Respond to directives and requirements of the Shannon Forest Christian School School Board as interpreted by the Head of School
- g. Long Range Committee and sub committees

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

The Shannon Forest Christian School mission statement affirms that the “purpose of Shannon Forest Christian School is to support the Christian home and church by providing quality education from an evangelical, Biblical perspective in order to equip and challenge students to influence culture and society for Jesus Christ.”

In an effort to coordinate improvement goals with student learning needs the results of standardized testing are evaluated and addressed. Teachers receive the test scores from the previous year and thus can focus on areas that need additional attention. Administration tracks classes in math and language arts for five years at a time to allow teachers insight in how to improve their teaching strategies.

Shannon Forest Christian School evaluates and deals with needs in curriculum on a regular basis. A committee of teachers, parents and administration focus on a particular subject each year, on a rotating basis, to analyze the need for new material.

Shannon Forest Christian School uses an online grade book to give students and parents an up-to-date view of assignments and grades. This allows an accurate and ongoing measure of progress for the student.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Shannon Forest Christian School Employee Handbook addresses the provisions for continuing education requirements and the process with which the teachers must apply for and receive aid for these hours.

- a. Reimbursements of 50% tuition up to but not over \$750 (with a grade of at least a B)
- b. Encouragement to attend seminars, workshops, conventions, or school visits
- c. Encouragement to hold membership in at least one professional educational organization

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The leadership of Shannon Forest Christian School ensures the implementation of the school improvement plan by, but not limited to, the following:

- a. School Improvement Council
- b. Surveys sent out to teachers, staff, students
- c. Results of surveys shared with stakeholders
- d. Monthly school newsletter (The Communiqué) sent out to stakeholders
- e. Long Range Planning Committee
- f. Updated, interactive website
- g. PTF
- h. Crusader Club

Overall Assessment:

Operational: The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Shannon Forest Christian School cares about students and desires to see them succeed. Our desire is to meet students where they are and encourage them to reach their potential. As the needs of our community changes, the faculty and staff of Shannon Forest Christian School strive to adapt to and embrace the students with which we are presented. Through many resources, F.O.CU.S., Honors programs, LDP, and extra curricular opportunities, each student is equipped with the necessary tools that are needed for success. Each teacher works to not only deliver the content required but also to take an interest in each student as an individual. Shannon Forest Christian School has high expectations for its students and it possesses the curriculum necessary to take students to the next level.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

The greatest strengths of Shannon Forest Christian School are our commitment to our vision and mission, our ability to meet students where they are academically and equip them to reach the next level, and addressing and evaluating areas for improvement. We are committed to maintain a rigorous, college preparatory program while also developing in each student the desire and ability to serve their community. Academic rigor, service opportunities and development of leadership skills among our students remain central to our philosophy at Shannon Forest Christian School.

What would you consider to be your school's greatest challenges?

Our greatest challenge as a school is to quickly identify existing or potential problems and to reach resolution efficiently. We continue to develop the appropriate methods and means to make improvements, address needs, and pinpoint areas of concern. Presently, we lack financial assets to provide our highly qualified professionals with the resources they need to drive a college preparatory program; we also lack the funds required to maintain and upgrade facilities.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The self-assessment has affirmed that Shannon Forest Christian School is a school that works hard to meet the individual needs of the students and to remove obstacles to learning. We have realized that we could do more to involve parents and other external stakeholders in our programs.

1. Increase funding for Marketing Department
2. Focused and consistent marketing priorities
3. Long Range Planning built around promoting school strengths and addressing opportunities
 - a. Faculty benefits
 - b. Fine Arts
 - c. Athletics
 - d. Year-round use of facilities
 - e. Increase marketing budget
 - f. Expand profile of customer base
 - g. Stabilize leadership infrastructure
4. Provide short-term and long-term guidance for the School Improvement Committee
5. Increase School Board/Session responsibility for marketing and fundraising
6. Employment profile for job candidates consistent with mission and vision
7. Fundraising efforts – shift to primary constituency base outside current clientele
8. Establish a stronger alumni base by staffing in this area
9. Maintain pace with current technological advancements
10. Increase funding and tracking of professional development, provide onsite opportunities
11. Increase parental accountability for partnership agreement with mandatory grade level, departmental, school wide in-services/meetings

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision and Purpose				
1.1 Establishes a vision for the school in collaboration with its stakeholders			✓	
1.2 Communicates the vision and purpose to build stakeholder understanding and support			✓	
1.3 Identifies goals to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the school, its students, and the community			✓	
1.5 Ensures that the school's vision and purpose guide the teaching and learning process			✓	
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance and Leadership				
2.1 Establishes policies and procedures that provide for the effective operation of the school				✓
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school			✓	
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations			✓	
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness			✓	
2.5 Fosters a learning community				✓
2.6 Provides teachers and students opportunities to lead			✓	
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.8 Controls curricular and extracurricular activities that are sponsored by the school				✓
2.9 Responds to community expectations and stakeholder satisfaction				✓
2.10 Implements an evaluation system that provides for the professional growth of all personnel			✓	
3. Teaching and Learning				
3.1 Develops and implements curriculum based on clearly defined expectations for student learning			✓	
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices			✓	
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice			✓	
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Provides for articulation and alignment between and among all levels of schools			✓	
3.8 Implements interventions to help students meet expectations for student learning			✓	
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning			✓	
3.10 Provides comprehensive information and media services that support the curricular and instructional programs			✓	
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program			✓	
4. Documenting and Using Results				
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			✓	
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning				✓
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes			✓	
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance			✓	
4.5 Communicates the results of student performance and school effectiveness to all stakeholders			✓	

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness			✓	
4.7 Demonstrates verifiable growth in student performance			✓	
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			✓	
5. Resource and Support Systems				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities			✓	
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Ensures that all staff participate in a continuous program of professional development			✓	
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			✓	
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system			✓	
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			✓	
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders			✓	
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning			✓	
5.10 Provides appropriate support for students with special needs			✓	
6. Stakeholder Communications and Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Has formal channels to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders				✓
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders				✓
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning			✓	
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals			✓	
7.5 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	